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ABSTRACT

This workshop proceedings presents summaries of the presentations of four speakers and recommends criteria and measures for determining institutional effectiveness. After introductory comments on the sponsorship and format of the workshop, the paper highlights the major points made by Carol Boyer, who reviewed recent research and other efforts concerning the assessment of effectiveness; Peter Consacro, who spoke about the performance-based funding procedure for higher education used in Tennessee; Edward Morante, who described the background, implementation, and results of New Jersey's state outcomes program; and James Rogers, who addressed accreditation by the Southern Association of Colleges and Schools. Next, general criteria for measuring institutional effectiveness are presented for general, transfer, and vocational education; basic skills; student support services; community needs and involvement; and cultural awareness. The final sections recommend quantitative measures of: (1) the adequacy of equipment, facilities, and grounds; (2) the degree to which community needs for cultural, global, and political awareness are met by courses, counseling, and outreach; (3) student understanding of the liberal arts, sciences, and vocations through general education; (4) program sensitivity to cultural differences and student cultural awareness; (5) the adequacy of English as a Second Language and high school equivalency offerings; (6) the effectiveness of transfer programs; (7) the provision of access to education; (8) the quality of vocational programs; (9) the relevance of community services to district needs; and (10) the ability of the college to financially support the programs and services it offers. A list of participants is attached. (EJV)

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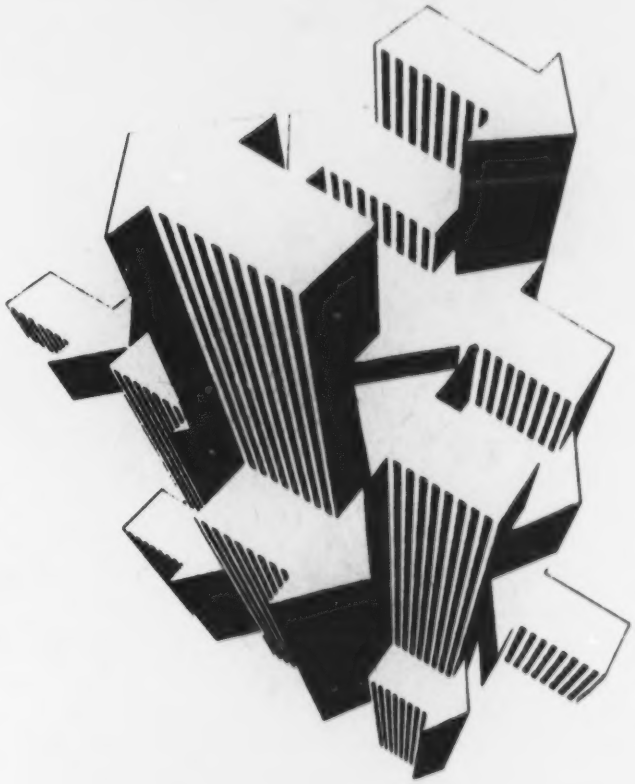
DEVELOPING CRITERIA FOR INSTITUTIONAL EFFECTIVENESS



A Statewide Workshop
April 28-29, 1988

Hosted by Rancho Santiago College

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PREFACE

On April 28 and 29, 1988, 97 persons representing 32 of California community colleges met in Orange County to address the issue of institutional effectiveness. The workshop, titled "Developing Criteria for Institutional Effectiveness", was sponsored by the Academic Senate of California Community Colleges (ASCCC), Association of California Community College Administrators (ACCCA), California Community College Trustees (CCCT), California Association of Community Colleges (CACC), and the Accrediting Commission for Community and Junior Colleges. Rancho Santiago College served as host district.

Participating colleges were represented by teams of faculty, trustees, and administrators. The purpose of the workshop was both to inform participants about the topic of institutional effectiveness and to develop a working paper identifying indicators of community college institutional effectiveness and their measurement for use at the local college level.

The workshop represented the first combined effort of faculty, trustees and administrators to discuss and develop criteria and measures of institutional effectiveness. The large number participating in the workshop testifies to the recognition that institutional effectiveness is an important and timely topic to the California community colleges.

Robert Jensen
Julie Slark
Ray Giles

FORMAT OF THE WORKSHOP

The first day of the workshop participants heard effectiveness assessment experts from around the country address the issue of institutional effectiveness from both a national perspective as well as from the perspective of exemplary programs in their individual states:

. Carol Boyer, Senior Policy Analyst at the Education Commission of the States, provided a general overview and background of the topic and spoke of related noteworthy research efforts.

. Peter Consacro, Associate Vice Chancellor of Academic Affairs for the Tennessee Board of Regents, spoke of the performance-based funding procedure used in higher education in Tennessee.

. Edward Morante, Director of the New Jersey Higher Education College Outcomes Evaluation Program, described the background, implementation, and results of the state outcomes program he directs.

. James Rogers, Executive Director of the Southern Association of Colleges and Schools, described their accrediting association's successful approach towards the evaluation of institutional effectiveness.

During the course of the workshop, two other presentations assisted the participants with their tasks: John Petersen, Executive Director of the Accrediting Commission, explained how the Commission is currently addressing the effectiveness topic. And Peter Hirsch, Executive Director of CACC, reported on CACC's work in this area.

After being provided with background and example program information, work groups were formed. The goal of the work groups was to develop criteria of institutional effectiveness to which the colleges believed they could be held accountable, to establish measures of the criteria, and to develop local individual college action plans which the college representatives could take back to their campuses for presentation to their colleagues.

There are many definitions and concepts of "institutional effectiveness" assessment; for the purpose of this workshop, Peter Ewell's approach was used: effectiveness is assessed through a comparison of results achieved to goals intended. Thus, participating colleges were instructed to bring with them to the workshop their college's mission and goals statements, and use those goals in their work. The series of workshops proceeded as follows:

. Participants learned to develop criteria of effectiveness using college goals as the basis for developing the effectiveness criteria. They re-phrased local goals into outcomes-oriented criterion statements by identifying the desired outcome of each goal.

. Next they developed criteria for effectiveness for their own colleges using their own college's mission statement and goals.

. To develop a consensus statement of institutional effectiveness criteria, a select group of writers took each college's criteria, combined those criteria where commonality existed, and produced a composite list of criterion statements. Those statements were reviewed with workshop participants using a "charette" approach, and consensus was reached. Seven major areas of effectiveness criteria were identified (see page 8), and each major area includes one or more criteria.

. For each criterion of effectiveness, the work groups also developed suggested measures by which to evaluate a college's success in addressing the criterion.

The process outlined above, using college goals and small work groups, represents an example of how colleges may address this reform issue. The criteria for effectiveness on Page 8 and suggested measures beginning on Page 10 were developed over the two-day period. They are not intended to be a definitive or exhaustive list nor represent the "official" position of any of the sponsoring organizations.

This document should be viewed as work in progress. Those seeking definitive models of institutional assessment will not find it here. Any honest attempt to define and demonstrate institutional effectiveness must fit within the special context of individual institutional mission and environment. Assessment methodology will evolve as institutional purposes are elaborated and as faculty and others within the institution become better at defining criteria and measuring outcomes.

SUMMARY OF SPEAKERS' COMMENTS

CAROL BOYER, Senior Policy Analyst
Education Commission of the States

Ms. Boyer began her presentation by defining some key terms:

Assessment: Any process of gathering concrete evidence about the impact and functioning of undergraduate education. Standardized testing and follow up surveys are components of assessment.

Outcomes Assessment: The assessment of the results of undergraduate education including cognitive outcomes, skills, values, impact on community, graduate school placement.

Accountability: Use of assessment results to assure authorities at the state level and the general public that tax dollars invested in education are being well spent.

Effectiveness: Extent to which institutions of higher education accomplish their intended purposes or achieve their desired ends. Not the same as "efficiency".

There has been a shift in the nation, she said, from concern about fiscal accountability to a concern about education accountability. Twelve to fifteen states have assessment initiatives in place.

There are four reasons why there is great interest in assessment:

1) Assessment can be a "powerful lever" for institutional change.

2) Assessment can be a "powerful tool" for getting faculty to reassess curriculum.

3) Assessment breaks the cycle of people "talking in circles" and forces institutions to come to agreement on the types of students they are serving, what they want students to know, and how evidence can be collected to achieve these goals.

4) Assessment can maintain public confidence in higher education.

Ms. Boyer listed the principles in developing institutional assessment as:

1) Community colleges have multiple missions.

2) Community college students are incredibly diverse.

3) Know student goals, track student progress and conduct follow-up of former students.

Assessing basic skills must be done when students first come in the door, she urged. Learn students' employment record and goals and monitor and track student progress.

The four different student outcomes to include when assessing are:

1) Knowledge: what do students know when they leave--both in general education and in their academic major.

2) College level skills--reading writing, speech, creative thinking, problem solving, critical thinking.

3) Job related skills.

4) Attitudes and values about educational experience.

PETER CONSACRO, Associate Vice Chancellor
Tennessee State University and Community College System

Planning for Tennessee's performance funding program was started in 1978, Dr. Consacro reported. Measures were refined and implemented in 1982. Two percent of the state's unrestricted higher education instructional budget was dedicated to, in effect, "rewarding" institutions that measured up to the standards established.

The program has since been so successful that five percent is now being awarded.

The presidents oppose it when they don't get it--support it when they do get it, said Dr. Consacro.

The four measures that have been designated as measures of institutional effectiveness are:

1) Program accreditation through peer review

2) Student outcomes measured by testing of students. (Newspapers compare scores among colleges, he warned.)

3) Testing of general education outcomes--ability to communicate, appreciation of the arts, ability to resolve problems, ability to understand science. (Scores compared to both national norms and "value added" measures.)

4) Satisfaction surveys of alumni and employers. Has the program prepared them properly? Is the student satisfied?

The institution then takes data collected from the first four standards and analyzes and is required to develop a plan for improvement, including both short- and long-range interventions.

These measures were developed not only to address the issue of accountability but to find out what is wrong and how to get the information we need to make improvements, he explained.

"Programs like this are beginning to restore public confidence."

ED MORANTE, Director
New Jersey Higher Education College Outcomes
Evaluation Program

Dr. Morante began his presentation by asking: What is outcomes assessment?

Not basic skills, not merely retention rates nor student satisfaction, nor follow-up of graduates--in fact, not only student learning. It should be comprehensive because higher education is complex and comprehensive. Outcomes assessment should be a method of determining the effectiveness of your institution, your programs. Included are multiple variables...leadership, coordination, commitment. By outcomes assessment, he said, he means examining students (learning, development, progress, satisfaction, both during and after leaving college) and in faculty activities (research, etc.).

What we are doing in New Jersey, Dr. Morante said, is possibly the most complex in the country, probably in the history of the world. It's a collaborative model with hundreds of people on statewide committees and local committees. We are seeking a balance between common, statewide definitions (like retention) and local definitions (general education) and making it comprehensive, including measures of students, faculty, and institutions.

JAMES ROGERS, Executive Director
Commission on Colleges,
Southern Association Colleges and Schools

Dr. Rogers reported that in 1980 the Commission on Colleges decided it would take a new approach to accreditation evaluation and expand evaluation beyond analysis of "resources and processes" to include the additional step of evaluating how effectively we are using these resources and processes.

Dr. Rogers said the commission developed a revised set of standards in 1984 that includes a new criterion they call "institutional effectiveness".

To meet this criterion, an institution is required to:

1) state purpose and mission

2) establish goals which will allow institution to meet that purpose

3) establish mechanism to evaluate those goals

4) take what you find and use it to make decisions about the future direction of the institution

He indicated that the requirements for meeting the institutional effectiveness criterion are "general" and not "proscriptive" because of the wide variety of colleges and universities represented by the commission, 800 public and private two-year, four-year and research institutions.

OUTCOMES OF THE WORKSHOP

. Criteria

. Measurements

CRITERIA FOR INSTITUTIONAL EFFECTIVENESS

General Education

1. Students acquire essential skills in oral and written communications, mathematical concepts, and critical thinking.

2. Students acquire knowledge of the humanities, arts, social sciences, and natural sciences.

3. Other: Self-confidence, physical well-being, character, cultural literacy, aesthetics, interpretive skills, interdisciplinary understanding.

Transfer Education

4. Students satisfy both lower division and major prerequisites for transfer eligibility.

5. Transfer students transfer.

6. Students who transfer succeed at the transfer university.

Vocational Education

7. Vocational students get jobs and promotions.

8. Students acquire skills necessary for employment and upgrade of employment.

9. The college collaborates with community-based organizations, industry, and private business.

Basic Skills

10. Students acquire academic basic skills (e.g., reading, writing, math) to enable them to meet their educational goals.

11. Other: learning skills, how to profit from instruction

Student Support Services

12. Student needs are identified.

13. Student Support Services are accessible to all students.

14. Students use services and learning resources.

15. Students grow in their ability to learn and plan.

16. Other: intellectual skills, social skills

Community Needs and Involvement

17. College programs and services respond to community demographics.

18. The public uses college facilities and resources.

19. Other: contemporary issues, lifelong learning

Cultural Awareness

20. Campus programs reflect sensitivity to cultural awareness.

21. Students and community members take part in programs which promote cultural awareness.

22. Students and community members develop an awareness of the values of their own cultures and of others' cultures.

MEASURES

(The criteria which these suggested measures address do not correspond exactly with the criteria in the preceeding section because the measures were developed during the workshop before consensus was reached on criteria statements. Nonetheless, the measures provide examples of how a college may approach evaluation of effectiveness.)

FACILITIES

1. The college shall provide equipment in safe, useable condition.

   . Number of hours of lost class time due to inoperable equipment.
   . Number of accident report forms.
   . Cost analysis of equipment repair budgets.
   . Summary of Inspection Reports Form.
   . Number of maintenance contracts and usage report.
   . Summary of the "Safety Hazards I.D. Form".

2. Instructional space shall be scheduled in an efficient manner.

   . Report of percentage of room utilization schedule.
   . Survey of unmet needs.
   . Analysis of Space Inventory Report.

3. Buildings and grounds shall be kept clean.

   . Visual Inspection Survey quarterly.
   . Analysis of Budget.
   . Ratio of staff per grounds and buildings.
   . Number of citations by Fire or Health Depts.
   . Number of non-decomposed piles on campus.
   . Number of student/faculty complaints.

4. Parking spaces shall meet the demands of students and staff.

   . Analysis of legal requirements per space - the measure is in compliance with legal requirements; i.e. width, and handicapped and non-handicapped ratio.
   . Number of parking citations.
   . Number of neighborhood complaints.
   . Number of parking spaces compared to average hourly attendance.
   . Review the report of "Safety Analysis" (lighting, number of unlawful occurrence).
   . Review the report of "Study of Traffic Patterns" in parking areas.

MEETINGS NEEDS OF THE COMMUNITY

1. The courses are appropriate for the community.

   . Survey community demographics, including educational background, and educational preferences. Study community economic conditions and trends.
   . Compare survey results to existing curriculum.
   . Measure participation rate overall and by ethnic group.

2. The students benefit from career counseling.

   . Survey students who used career counseling for satisfaction or benefit.
   . Compare goal achievement for students who receive career counseling and those who don't.
   . Follow-up after students obtain employment.

3. The students achieve an appreciation of, and a tolerance for, ethnic and cultural differences.

   . Determine extent of ethnic and cultural awareness activities and student participation in them, broken down by ethnicity.
   . Existence of, and participation in, ethnically or culturally based clubs and organizations.
   . Identify level of participation of ethnic groups in non-ethnic student clubs and organizations.
   . Identify types of activities conducted by ethnic clubs - cooperative or separatist.

4. The students achieve a knowledge of the development of world civilization.

   . Count number of students enrolled in world civilization course.
   . Pre-post test measure.
   . Determine extent of inclusion of world civilization content in college-wide curriculum.

5. The students achieve an awareness of the necessity for involvement in civil and political activity.

   . Survey voting participation - registered voters.
   . Determine extent of participation in student government and other political clubs, organizations and activities.

6. The community is aware of the educational opportunities available to them at the college.

   . Survey community.
   . Determine amount of outreach publicity.
   . Determine extent of media coverage of college (events and programs).

7. The nearby 4 year colleges accept all students to junior standing .

   . Follow-up on A.A. students with self-report.
   . Read reports on transfer statistics.

GENERAL EDUCATION

1. Students acquire an understanding of the liberal arts, sciences, and vocations through general education.

   - Percentage of graduates placed in related jobs.
   - Percentage of declared majors who complete their degree/certificate.
   - Follow-up survey with employers to determine satisfaction with student preparation.
   - Follow-up survey with students to determine whether the skills provided by the college enabled them to perform competently in their chosen vocation.

CULTURAL AWARENESS

1. Programs are sensitive to cultural awareness and contemporary issues.

   - Occupational advisory committee will include the topic of cultural awareness on their agendas during the year.
   - Evidence of participation in staff development activities focused on cultural awareness (black and white).
   - Evidence from course syllabi that departments have included a topic or work assignment on cultural awareness, where appropriate.

2. Students acquire knowledge of cultural awareness and contemporary issues.

   - Evidence of participation in student activities focused on cultural awareness (numbers, dates, theme).
   - Evidence from course grading methods that students have acquired knowledge in topics on cultural awareness.
   - Evidence of cultural diversity and sensitivity in student newspaper articles.
   - Clubs and organizations emphasizing cultural awareness are vital (numbers of members, actual activities).
   - Student surveys indicate that students gain knowledge of cultural awareness through programs or courses at the college.

ADULT EDUCATION

1. Assure ESL classes reflect ethnic diversity and need of the community.

   - Survey ethnic composition of community or use census data.
   - Survey of ethnic groups in ESL skills, academic, time, numbers, support services.
   - Compare ethnic composition of ESL classes to that of community.
   - Survey entering ESL students to determine needs.
   - Survey students completing ESL to measure whether needs were met.
   - Measure number, types of courses, and support services offered.
   - Measure success by pre-post tests, retention rates, student satisfaction surveys, entrance into regular classes.

2. Coordinate the N/C ESL program with the credit ESL program. (Assume progression from N/C to C with no overlap or gap.)

   - Post test instrument for completers of N/C and access test for entrance to ESL credit.
   - Student survey of those who attend both credit and N/C.
   - Check schedule of classes to assure appropriate sequences are provided.

3. Articulate with local high schools regarding their high school completion class needs.

TRANSFER

1. Students whose stated goal is to transfer to a 4 year institution, transfer at an appropriate rate.

   . Establish baseline data regarding student goals.
   . Establish baseline data of historical transfer rate at our institution and at other institutions with similar demographics. Make a judgement regarding "appropriate rate".
   . Establish a tracking system.

2. Students who transfer are successful and persist in the 4 year institution.

   . Collect data on number of students who have transferred, and their success and persistence rate at a 4 year institution.
   . Collect data on number of students who have achieved their educational goals.

3. Students who transfer successfully achieve their educational goals.

ACCESS

1. Students who desire to avail themselves of the community college's programs and services will have access to them.

2. Programs and services will be available to students who desire to take advantage of them.

3. There will be no barriers which keep potential students from taking advantage of all programs and services.

4. Students will reflect the demographics of the community.

- Survey students with applications on file who do not register in classes.
- Review information about college programs and services translated into other languages.
- Look at the balance of programs and services, day and evening, and at various campuses and centers.
- How do the results of basic skills assessment compare to courses scheduled?
- Is the college in compliance with state guidelines for the disabled?
- What programs/events (students and staff) are provided concerning cultural, physical, and other barriers?
- Compare the demographics of the college to that of the community.
- Compare demographics of the college staff to that of the community (role model).

VOCATIONAL EDUCATION

1. Students have access to "state of the art" technology.

   . 100% of students in vocational ed. programs will use available "state of the art" equipment and methods.
   . ___% of students enrolled in English will use the PC system in the Learning Center.
   . ___% of students will be placed in an industrial faculty for further training in plasma welding program.
   . ___number of plasma welding machines will be made available to students enrolled in Welding 240.

2. Students have the basic skills to be qualified for employment.

   . All vocational ed. students will pass 10th grade reading, writing, and math equivalencies.
   . 100% of LVN students will pass the State Board licensing test.
   . All vocational ed. students will pass certificate and A.A. degree requirements.
   . Each vocational discipline will provide a basic skills exit for each vocational student.

3. Employers hire and retain community college graduates.

   . 80% of L.D. students will be placed in appropriate jobs, and,
   . After 5 years, 50% are still employed with the same employer.
   . An annual employer survey will be conducted to determine that ___% have been retained.

4. Members of advisory committees offer feedback on student performance.

   . All department heads will provide Board reports on student performance one or more times per year.
   . The instructor will contact each advisory member to receive feedback on student performance.
   . ___% of questionnaires sent to advisory committee will be returned.

COMMUNITY SERVICES

1. Community groups have appropriate access to college facilities.

   . Examine records of usage. (also #3)
   . Conduct community groups needs assessment. (also #3)
   . Log all phone requests. (also #3)
   . Survey of community needs indicate a proportional representation of community groups having access to college facilities.

2. Special college programs and services for adults are accessible to all geographic areas of the district.

   . Conduct community needs assessment. (also #4 and 5)
   . Examine location of programs and services.
   . Enrollment records at special college programs and services for adults indicate attendance is representative of the geographic areas of the district.

3. No community groups are excluded from using college facilities because of costs.

   . Establish baseline costs.
   . Community needs survey of individuals and groups and record of phone and written requests for use of college facilities indicate that costs are not prohibitive and our baseline costs are established by analyzing these measures.

4. College cultural and social programs reflect community needs.

   . Examine schedule of cultural and social programs to see what kind of programs are offered. (also #5)
   . College community needs survey and city recreation department surveys indicate that college cultural and social programs reflect community needs.

5. Community participation in special college events reflects the demographic character of the district.

   . Observe participants and classify by sex and ethnicity.
   . Compare participation data in events to demographic data.
   . Observation of attendees at special college events reflects the demographic characteristic of the district.

THE COLLEGE OFFERS PROGRAMS AND SERVICES WHICH IT CAN AFFORD TO SUPPORT

1. Counseling service is available to students on demand or within a (short) defined time.

   . Conduct student survey of time it took to get an appointment.
   . On appointment log, list referral and actual appointment time.

2. College publications to inform students are easily available and understandable.

   . Conduct student survey.
   . Publications that disappear are replenished regularly at distribution points.

3. Students are informed about financial aid scholarships and other benefit programs.

   . The projected proportion applies.
   . Appropriate information vehicles are in place.
   . A diverse population of students will apply in a timely manner.

4. Services are conveniently located and open during hours when most students are on campus.

   . Hours will conform to registration patterns.
   . Check size of student body taking off campus classes to determine service needs.
   . Observe degree of congruence between service location and student migration patterrs.

5. Transfer information and advisement are available to all students who want it.

6. Disadvantaged students (L.D., disabled, etc.) are quickly identified by teachers and referred to appropriate services.

LIST OF PARTICIPANTS

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INSTITUTIONAL EFFECTIVENESS CONFERENCE

APRIL 28-29, 1988
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